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ABSTRACT

This supplement is designed as a resource for helping students read and respond to literature and other forms of print. It notes that kindergarten through third graders are expected to: develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies; and read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. This supplement includes benchmarks, assessments, and instructional intervention strategies for each grade. Benchmarks in the supplement outline what students should know and be able to do to meet mandated competencies; informal and observational assessments determine if benchmarks are being met; and instructional intervention strategies assist a child in meeting a benchmark. Three publications are suggested as sources of sight word lists. A blank emotions chart and assessment recommendations are included. (PM)

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Reading Instructional Intervention Supplement, K-3.

Mississippi Department of Education Reading Initiative

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ACKNOWLEDGEMENTS

The Mississippi Department of Education gratefully acknowledges the contribution of the K-3 Reading Work Group for graciously providing their time, expertise, and efforts in developing this intervention supplement for teachers of kindergarten through third grade.

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READING BENCHMARKS

Kindergarten

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Attends and responds to print

1) I - Retells a familiar story using own words
2) O - Moves hand in space from left to right
3) O - Understands left to right progression on the page; top to bottom directions
4) I - Holds a book in correct way
5) O - Understands return sweep; identifies direction which print is read
6) O - Recognizes print in the environment
7) O - Reads some environmental print (signs/labels)
8) O - Reproduces a pattern using concrete objects

Has sense of story

9) O - Listens attentively to a story
10) O - Engages in reading-like activities
11) O - Joins in reading of familiar books
12) O - Begins to read predictable/pattern book
13) O - Dictates a story
14) O - Identifies words in an experience story
15) O - Understands that print conveys meaning

Exhibits developmentally appropriate oral language for communication purposes

16) O - Retells a personal story
17) O - Responds to questions in conversation using words and phrases in the primary language
18) O - Participates in conversation while interacting with peers
19) O - Can sequence in proper order
20) O - Recalls sequence of events
21) O - Uses positional words
22) O - Speaks in sentences
23) O - Expresses wants, needs, and thoughts in primary language

Recognizes uppercase and lowercase letters

24) I - Points to and says letters in the child's name
25) I - Names printed letters
26) I - Can match letters

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Uses knowledge of letter-sound (grapheme/phoneme) relationships to manipulate sounds in the written word

27) I - Responds to cue words that begin with the same sound
28) I - Responds to cue words that end with the same sound
29) I - Responds to cue words that rhyme
30) O - Identifies the relationship between letters and sounds

Demonstrates phonemic awareness

31) O - Distinguishes sound units/syllables (clapping/stomping/finger tapping)
32) I - Produces rhyming words
33) I - Recognizes the same phoneme orally
34) I - Isolates the beginning sound in a word orally
35) O - Blends and segments sounds in two phoneme words (e.g., *at*—a-t, *me*—m-e)

Constructs meaning when responding to print

36) O - Interprets a picture orally
37) O - Produces an imagined story to accompany pictures
38) O - Predicts an outcome
39) O - Develops an awareness of cause and effect
40) O - Makes transfer of knowledge through demonstrated application
41) O - Begins to differentiate reality from fantasy
42) O - Understands position words (e.g., in, on, above, below, under, over, beside, front, back, etc.)

Creates a written form using various materials

43) O - Reproduces a visual pattern
44) O - Approximates writing using scribble/drawing to communicate an idea
45) O - Begins to use letters to communicate ideas
46) O - Traces shapes
47) O - Draws an enclosed space that is recognizable (e.g., circle, box, etc.)
48) O - Legibly writes first name from memory

Develops listening skills

49) O - Follows simple directions
50) I - Listens to an age-appropriate story

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Develops and expands sight vocabulary

51) O - Reads and recognizes proper names of classmates
52) O - Reads labeled objects in room
53) O - Reads and recognizes words representing familiar objects

Teachers need to be mindful of their use of positional words such as beginning, initial, ending, final, and middle as students are given directions for these tasks.

Kindergarten Informal Assessments

Guiding Questions	Task Sample
(1) Does the student retell a story?	After a student has listened to a story selection ask him/her to tell what they just heard. Retelling should include: • Information stated in text. • Relevant content and concepts. • Connection of background knowledge to text information. • Appropriate use of language (e.g., vocabulary, sentence structure, language conventions). • Ability to organize or compose the retelling. • Control of the mechanics of speaking. *Adapted from Reading Success Network.*
(4) Does the student have book and print awareness?	After handing a student a book (spine side toward the student) notice: • Does the student hold the book right side up? • Does the student know the parts of a book and their functions (cover, title page, illustrations)? • Does the student know that the author wrote the book and the illustrator drew the pictures? • When asked to "pretend read" does the student point to the first word of the text, demonstrate left-to-right progression, and move to the bottom of the page? • Does the student know what to do next when he/she comes to the last word or image on the right-hand page? • Can the student determine word boundaries (e.g., recognize what a word is, recognize when one word ends and another words begins, can
Guiding Questions	**Task Sample**

	differentiate between a letter and a word)? *Reprinted with permission from Southern California Comprehensive Assistance Center/Reading Success Network.*
(24) Can the student point to and say the letters in his/her name?	Provide the student with the appropriate selected letters (cardboard, plastic, blocks, etc.), and ask the student to make his/her own name, saying each letter as it is placed.
(25) Can the student name most uppercase letters (18-24) of the alphabet?	Provide the student with an uppercase manipulative alphabet (plastic, cardboard pieces, etc.), and ask the student to select the letters known and name them. Keep a record of correct and incorrect responses.
(25) Can the student name most lowercase letters (18-24) of the alphabet?	Provide the student with a lowercase manipulative alphabet (plastic, cardboard pieces, etc.), and ask the student to select the letters known and name them. Keep a record of correct and incorrect responses.
(26) Can the student match uppercase and lowercase letters?	Provide eight (8) uppercase and lowercase letters that can be matched. Ask the child to put them in pairs. Repeat twice using different sets of letters each time. Keep a record of those letters correctly and incorrectly matched.
(27) Can the student respond to a cue word with a word that begins with the same sound?	Provide pictures and/or objects representing words having like and different initial sounds. Have the student identify the object with the same initial sound as the cue word or object.
Guiding Questions	**Task Sample**

(27) Can the student identify letter-sound correspondents (consonants only) in the initial position?	Provide the letters *c*, *m*, *p*, *z* (cardboard, plastic, block, etc.), for the student. The student will match pictures or objects to the letter representing the initial sound.
(28) Can the student identify letter-sound correspondents (consonants only) in the final position?	Provide the letters *m*, *d*, *k*, and *t* (cardboard, plastic, block, etc.), for the student. The student will match pictures or objects to the letter representing the final/ending sound.
(29) Can the student respond to a cue word with a word that rhymes?	The teacher will repeat a set of rhyming words to the student and the student will respond with another word that rhymes. For example: fan, can, ran, <u>pan</u>
(32) Can the student make up pairs of rhyming words?	The teacher will provide objects or pictures representing rhyming words for students. After listening to two rhyming words (e.g., boy-toy), the student will match objects or pictures of other rhyming words. hat-cat shell-bell
(33) Can the student recognize two words that begin with the same sound?	The teacher asks the student to listen to the words spoken aloud and identify which two <u>begin</u> with the same sound. man, table, monkey road, run, car face, fun, tree cup, house, horn
Guiding Questions	**Task Sample**
(34) Can the student isolate and	The teacher tells the student to listen to a

pronounce the beginning sound in a word?	word and repeat the first letter sound. Example: Say, "Tommy," you say "*t*". song - /s/ candy - /k/ mouse - /m/
(50) Can the student listen to a story and demonstrate understanding?	The teacher reads a familiar age-appropriate story and asks guiding questions concerning story elements: Example: • Who was this story about (characters)? • Where did this take place (setting)? • What happened at the beginning, middle, and ending of this story (plot)? • What was the story mainly about (theme)? • How did _____ feel when _____ happened (mood)? • Was there a problem in the story (conflict)? • How was the problem fixed (solution)?

Suggested Teaching Strategies for KINDERGARTEN

Attends and responds to print

1) Retells a familiar story using the child's own words
   - Use dramatics and props, such as flannel boards or cut-out puppetry to retell a familiar story (e.g., *The Three Little Pigs, Little Red Riding Hood*).
   - Allow students to dress up as characters from a story and retell the story in the first person point of view.

2) Moves hand in space from left to right
   - Use small flashlight or lighted pointer to follow left to right progression in the air.
   - Use a mirroring technique, to have students follow what the teacher does, while listening to music. The teacher becomes the leader and children follow movement from left to right accompanied by music.
   - Demonstrate left to right direction by using movement skills—skip, hop, jump, leap, run, slide, gallop, and walk. Compare left to right movement with forward and backward movements, etc.

3) Understands left to right progression on the page; top to bottom directions
   - Use paint or markers for students to draw lines from top to bottom on newspaper.
   - Use small flashlight or lighted pointer to follow left to right progression when sharing a big book.
   - Use colored dots, such as green, when sentence begins, and red when it ends.
   - Create an oversized book page. Students stand on the oversized book page. As someone reads, the child moves left to right following each word.
   - Model left to right as the class shares a big book.

4) Holds a book in correct way
   - Model holding a book correctly and point out correct way to turn pages.
   - Use student-made books to identify parts of a book (e.g., cover, table of contents), using zip-lock bags for books. Students understand when they have made their own book.

5) Understands return sweep; identifies direction which print is read
   - Model return sweep when reading big books (e.g., charts, etc.).
   - Explain left to right and top to bottom progression in the *Sunday Comics*. Students will create their own comic strip with paper, markers, and crayons. Students follow the comic sequence with a pointer as they retell the story.
   - Use short children's songs on oversized sheet music to follow when singing. Rounds like *Row, Row, Row Your Boat* will show a repeat symbol (:II) to return to the top of the music to begin again. Students will volunteer to demonstrate the return sweep (music repeat).

6) Recognizes print in the environment
   - Bring labels, ads, magazine clippings, etc., with frequently recognized logos (e.g., Nike, Campbell's Soup, McDonalds, Wal-Mart, rest room, railroad).
   - Create traffic signs. Example: Teacher will identify familiar traffic signs and ask students to describe the signs by observing the colors, shapes, the letter designs, etc. Students will then draw a circle shape and color it green for go, a triangle and color it yellow for yield, an octagon colored red for stop, etc.

7) Reads some environmental print (signs/labels)
   - Display various familiar logos (e.g., J.C. Penny, Jitney Jungle, etc.), of neighborhood. Students will read and discuss the logos.
   - Provide opportunities to make up own logos for their school, home, or neighborhood.

8) Reproduces a pattern using concrete objects
   - Model the reproduction of repeated patterns such as boy, girl, colors, shapes, beads, or seeds.
   - Use cut-out colored paper in different shapes to create their own pattern. Use the shapes to create a border pattern. This border pattern may be placed on another sheet of paper. The resulting "frame" may be rectangular, oval, or any shape. Students can use this border pattern to frame a picture of themselves or a favorite photo.

Has sense of story

9) Listens attentively to a story
   - Demonstrate listening manners (e.g., sitting still, quiet hands and feet, eyes looking at speaker, ears listening, and thinking as story is read).
   - Use questioning techniques to elicit student responses from a shared reading concerning story elements (e.g., characters, setting, plot, theme, mood, conflict, and solution).
   - Provide opportunities for students to role play manners that demonstrate correct behavior.
   - Provide opportunities for students to listen for a specific phrase, vocabulary word, or main event as the teacher reads a story aloud. Example: Students will raise their hand when they hear the phrase; tap their foot when they hear the vocabulary word, tap on their head when the event occurs, etc.
   - Have a storyteller visit the class.
   - Tell a story using voice inflection and dramatic elements.
   - Create a variety of simple musical or rhythm instruments to represent different characters in a story. Example: Play a rainstick for soft, gentle sound; a tambourine for lively, happy sound; a rattle for mean, threatening sound, etc. As the teacher reads the story, the instrument may be played as the corresponding character enters the story. Students may take turns "playing" different characters.

10) Engages in reading-like activities
    - Provide opportunities for students to enjoy books in a reading-like activity (e.g., look at books, pretend they are reading, tell story by looking at the pictures, and share books socially).
    - Use music to signal the beginning of reading time and to accompany reading activities each day. Example: A "Classical Song of the Month" will be played prior to reading time. Next, the teacher will give three long drum beats for students to take out their books --- three short beats to open their books to the correct page --- two short beats to point to the left side of the page to begin reading, etc. Teacher will play a different rhythm to end the reading.

11) Joins in reading of familiar books
    - Share a familiar fairy tale or story. Reread, allowing students to join in the reading.

12) Begins to read predictable/pattern book
    - Allow students to join in shared pattern books reading experiences (e.g., Brown Bear, Polar Bear, Dr. Suess, Nursery Rhymes, Bill Martin, Jr., Instant Readers, etc.).
    - Allow students to survey pictures, thinking of questions about the pictures. The students may orally make up a story to go with the pictures they surveyed and retell it to class.
    - Read a story to the class, the students listen carefully. The teacher will stop and have the students predict the ending orally. Students may then dramatize their ending using movement. The student may also illustrate the ending.

13) Dictates a story
    - Take dictation for a class story about a class pet. Each child will add a characteristic or ideas as the teacher records, giving everyone an opportunity to respond.
    - Present pictures and take a dictated collaborative story of the students interpretations.
    - Translate students' dictated stories into a dramatic oral storytelling, a book with illustrations, or a script used for narration.

14) Identifies words in an experience story
    - Write an experience story using children's names, color words, helper charts, and things labeled in the classroom.
    - Create a simple script about a day in "Our Class" using words describing items, people, and activities in the classroom. Use the script to perform a short play.

15) Understands that print conveys meaning
    - Label classroom objects using complete sentences (e.g., This is the door. Here is the teacher's desk.)
    - Use student-made traffic signs and act out the meaning of the signs. Students may take turns pretending to be the traffic signs. Other students will pretend to

be the traffic (e.g., a car, a bus, a motorcycle, a pedestrian, etc.) on streets indicated by colored string or tape on the floor. The traffic must correctly abide by the traffic signs.

- Generate discussion with children about communication through means other than printed materials (e.g., the language of the arts) including:
  - ⇒ Visual language as portrayed in fine arts, commercial arts, and cultural symbols (e.g., painting, sculpture, logos, billboards, Native American totem poles, etc.).
  - ⇒ Musical language such as children's songs, hymns and spirituals, songs of patriotic celebration, etc. (e.g., *He's Got the Whole World in His Hands*, *The Star Spangled Banner, This Land Is Your Land,* etc.).
  - ⇒ Discuss various other forms of non-verbal communication such as American Sign Language, body language, gesture, dance, pantomime, etc.
- Have students take turns communicating something to the class using only non-verbal communication (e.g., divide class into two teams to play the game of *Charades*).
- Use big word cards to demonstrate meaning through role play, improvisation, etc.

Exhibits developmentally appropriate oral language for communication purposes

16) Retells a personal story
- Ask students to choose a favorite story or an event that happened to them to share with the class. The teacher will demonstrate by sharing a story about himself or herself with the class. The students will then take turns telling their stories. Student-created props or props that they bring from home such as books, puppets, or other objects may be used as they tell the story.
- Ask students to select background music to go with a story that they will tell to the class.
- Have students draw a picture about a personal event and describe the picture and the event to the class.

17) Responds to questions in conversation using words and phrases in the primary language
- Ask "what if" questions.
- Ask common questions using the "w" words (e.g., what, where, when, why, who).
- Elicit students' responses in complete sentences to "w" questions.
- Use rhythm to provide opportunities to recite answers aloud. Example: Teacher will ask the question with a clapping rhythm and students will respond with a finger-snapping rhythm (e.g., the Category game).

18) Participates in conversation with peers while interacting with others
- Provide opportunities for the student to communicate with peers (e.g., encourage interaction in playtime, groups, recess).

- Provide students with a time to talk.
- Make up an imaginary time, place, or event to role play a conversation or dialogue.

19) Can sequence in proper order
- Have students to draw pictures of daily events and dictate to the teacher the sequence (e.g., coming to school, making a cake, getting dressed).
- Put cartoon strips in proper order.
- Have students create a machine with their bodies. The students will demonstrate the sequence of movement of the machine. Example: paper going through a copying machine or printing press.
- Characterize different parts of a story with different musical instruments. Example: Characterize *Why Mosquitoes Buzz in People's Ears?* using different African instruments for the beginning, middle, and ending.
- Identify sequence of events in a musical program, like *Peter and the Wolf* or a ballet performance such as *Swan Lake,* or *The Nutcracker Suite* by making a simple non–objective "Timeline Collage" of main characters and events. Use colorful paper, paint, string, lace, aluminum foil, etc. to represent main characters and events.

20) Recalls sequence of events
- Read a story and the student will recall sequence first, middle and last (e.g., tell or show story).
- Use movement and drama to demonstrate the sequence of events of a story. The students may act out the main events of a newspaper story, a book that the teacher has read to them, or a story that a student has previously shared with the class.
- Use movement and drama to demonstrate the sequence of events of everyday activities. The students may act out the sequence of events in activities such as growing a flower, baking a cake, or getting ready for bed, school, etc.

21) Uses positional words
- Play *Simon Says* using positional words (e.g., over, under, beside, in, out, under, below, above, between, front, back, etc.).
- Play *Teacher Says*. The teacher will give specific tasks to be performed by the student.
- Use a drumbeat or various sounds to represent a specific positional word. Example: The teacher will play a steady beat (using whole notes) and students will demonstrate *up*. The teacher will play a syncopated or off-beat rhythm (using eighth notes or short notes) and students will demonstrate *down,* etc.
- Provide opportunities to take turns demonstrating position words as the teacher calls them out. Example: Set up an obstacle course of chairs, sticks, boxes, etc. Teacher will call out "over the box," "around the stick," "beside the stick," etc. Students will practice locomotor skills as they move through the course.

22) Speaks in sentences
- Use a book without words to let the students tell the story in complete sentences.
- Provide sentence starters and let the student complete sentences (e.g., Today I _____; Go _____; Anyone can _____).
- Have students compare and contrast works of art. Ask guiding questions (e.g., How are these alike? How are these different?)
- Have students dictate to the teacher in complete sentences a description of a work of art. The students should be encouraged to use appropriate terminology in describing the artwork. The teacher may refer to the Visual Arts Glossary of the *Mississippi Fine Arts Framework* or other art reference book for terms.

23) Expresses wants, needs, and thoughts in primary language
- Assist the student in expressing complete thoughts (e.g., *May I use the rest room?* or *May I sharpen my pencil?*).
- Provide opportunities to retell stories or poems as the teacher records reaction to the story.
- Allow students to draw picture in a daily journal. (Teacher records.)
- Participate in show and tell.
- Provides opportunities to create an art project (e.g., mural, collage, picture, etc.), expressing thoughts about things they like.
- Provide opportunities to dramatize or role play "Who Am I?" Create short student skits showing things that describe individual characteristics, favorite activities, favorite possessions, things students want, need, or have.

Recognizes uppercase and lowercase letters

24) Points to and says letters in his/her name
- Cut name apart into a puzzle and let the student identify letters as the child puts it back together.
- Have students create their own illustrations for each letter of his or her name using upper case letters. Teacher may wish to read Dr. Seuss's *A, B, C Book*. The students may then create illustrations of the letters of his or her name using lower case letters, with the first letter of the name in upper case.

25) Names printed letters
- Play Alphabet Bowling—label cups with uppercase and lowercase letters. Have the student roll a ball and identify the cups knocked down (may begin with a few letters).
- Place letters on floor (not in sequence). When a letter is called, the child will hop to the correct letter.

26) Can match letters

- Play *Puzzle Match*. Write uppercase and lowercase letters on paper plates, index cards, or tag board, and cut in half, then the child matches the letters.
- Allow students to make letter shapes with their bodies—uppercase and lowercase pairs.

Uses knowledge of letter-sound (grapheme/phoneme) relationships to manipulate sounds in the written word

27) Responds to a cue word with a word that begins with the same sound
- Label a picture card and the student will give a word beginning with the same letter.

28) Responds to a cue word with a word that ends with the same sound
- Label a picture card and the student will give a word ending with the same letter.

29) Responds to a cue word with a word that rhymes
- Make a rhyming tree. Let the student say rhyming words as "leaves on the trees." (Word families)
- Play *I Say - You Say*. I say "cat," you say "bat"; I say "car," you say "star."

30) Identifies the relationship between letters and sounds
- Hold up letters and lets the student identify the sound. Utilize flash cards with picture cues and a few letters at first.
- Make up fun tongue-twisters with the letters of the day. Use their names and let the whole class learn their twister (e.g., Joey just jumped up to a jet.).
- Develop a story for letter/sound presentation. For each letter of the alphabet, turn the letter into some sort of living character and make up a story about this character. While telling the story, it is best to draw the character as the student watches. For example, write a large letter "O." Draw on some ears, hair, eyes, nose, and a round circle for a mouth. Tell the student that "O" has a sore throat and must go to the doctor. The doctor tells him to open his mouth and say "Ahhh." Display the letters on the wall or the student's desk for easy reference. As the student sees the character letter, he will remember the story and the sound the character makes. When all the letters have been taught, two character letters can be combined to make a blend.

Demonstrates phonemic awareness

31) Distinguishes sound units/syllables (clapping/stomping/finger tapping)
- Say a word. The student will clap every time a particular sound unit or syllable is heard (e.g., jump, stomp, etc.).

32) Produces rhyming words
- Hold up simple pictures and let the student tell rhyming words.
- Provide opportunities to rhyme words while developing movement skills. Example: Run —demonstrate the run; then say a word that rhymes with run,

i.e. fun—demonstrate that word. Say a word that rhymes (e.g., sun—demonstrate the word, etc.).

- Allow students to dramatize rhyming words using creative movement. Example: "walk, talk, stalk" --- "leap, beep, peep," --- "slide, glide, ride, hide," etc.

33) Recognizes the same phoneme orally
- Say three (3) words—two that begin alike. Identify the two that match.
- Sing a song that repeats words that start with the same sound or letter. Each time that sound or letter is repeated, perform a movement. Example: Sing the song "My Bonnie Lies Over the Ocean." Each time a B word is sung, students will stand up, then sit down quickly for all other words. Sing the song through very slowly the first time. Then sing the song again several times, singing it faster each time. Make sure everyone stands for each B word and sits for the others. See how fast the class can sing the song while playing this game.

34) Isolates the beginning sound in a word orally
- Display picture cards. The student will say the words and produce the beginning sounds.

35) Blends and segments sounds in two phonemes words (e.g., *at*—a-t, *me*—m-e)
- Produce a picture dictionary of given words with short and long vowel sounds.
- Have students use body motions to act out individual sounds in words. Teacher will create and assign a movement for each sound. Students will do the movements as teacher says a word. They may repeat this several times, blending the sound and movements each time.

Constructs meaning when responding to print

36) Interprets a picture orally
- Hold up picture and the student will tell about it.
- Have students bring a photo from home and tell about it for show and tell.
- Display artwork. Discuss the artist and the type of work. Using guiding questions, the students will describe their observations, including all details (e.g., color, size, shape, space; negative/positive—open and closed designs, etc.). The teacher will write their descriptions and interpretations of the work. The teacher may refer to the *Mississippi Fine Arts Framework* Visual Arts Glossary or other arts reference to assist students with vocabulary words.

37) Produce an imagined story to accompany pictures
- Hold up a series of pictures and the student will describe the events and people to the class.
- Display several pictures on the board. The student will choose a picture to tell a story about through oral story telling. The class will guess which picture goes with the story that was told by the student.
- Display several pictures on the board. The student will choose a picture and will dramatize a story that the picture might be telling. The student will act out

the story using drama and/or dance movement. The class will guess which picture goes with the dramatization.

38) Predicts an outcome
- Provide opportunities to look at the cover of a book to predict what happens in the story. The teacher will record responses.
- Read part of a story and let the student predict how the story ends. Students may act out the ending.
- Have students participate in a story chain. The teacher starts a story and each child adds to the story.

39) Develops an awareness of cause and effect
- Sing songs or nursery rhymes and ask why things happen or what caused it to happen (e.g., "Itsy Bitsy Spider" - why was the spider washed away?).
- Tell simple stories and ask why things happen.
- Use drama and movement to act out cause and effect. Example: cause—rain, effect----using an umbrella, etc.

40) Makes transfer of knowledge through demonstrated application
- Allow students to sort/categorize things in the classroom. After learning color words, have students name items by color (e.g., yellow things in classroom), then change and write all things that start with a Y.

41) Begins to differentiate reality from fantasy
- Read a story. Ask questions, such as "Could this really happen?" "Is this story a real or a make-believe story?" (e.g., The Three Little Pigs).
- Have students make up a sentence and tell the class. The class decides if the sentence is real or make-believe.

42) Understands position words (e.g., in, on, above, below, under, over, beside, front, back, etc.)
- Play *Simon Says* (e.g., put your hands over your head).

Creates a written form using various materials

43) Reproduces a visual pattern
- Provide opportunities to reproduce a pattern that was made by teacher.
- Allow one student to begin a pattern and the rest of the group will repeat it.
- Have students select letters that have circles, sticks, curves, etc.

44) Approximates writing using scribble/drawing to communicate an idea
- Give the student a picture and let him communicate the meaning through drawing or beginning letters or scribble/writing.
- Read a story orally. The pupil will illustrate a scene or character from the story as he/she remembers it.

45) Begins to use letters to communicate ideas
- Choose a letter of the alphabet and the student will identify its place in the alphabet. Students may draw or color the letters on manila paper.
- Allow students to decorate letters with different colors and shapes to convey an idea. Example: The teacher will write the word *LOUD* on the board. The students will choose one of the letters and decorate it with bright colors, bold shapes, etc. The teacher will write the word *soft* on the board and the students will decorate the letters again, using pale colors, etc. The letters may be assembled to create a display of vocabulary words.

46) Traces shapes
- Allow students to trace the shapes of over-sized letters on construction paper.
- Create large letters using different textures. Have students trace the letters with their fingers to feel the shapes of the letters.

47) Draws an enclosed space that is recognizable (e.g., circle, box, etc.)
- Use parquetry blocks for students to outline various shapes. Next present students with an unclosed shape on paper. Have students finish the figure. Have students draw shapes after looking at parquetry blocks for 20 seconds.

48) Legibly writes first name from memory
- Display the child's name for one-minute, then remove from sight. Students will then write all or part of their name from memory. Repeat this activity until the student writes his or her entire name.

Develops listening skills

49) Follows simple directions
- Give oral directions—play *Teacher Says* (*Simon Says*). Teacher says, "Put your coat up" etc.
- Allow students to give simple directions to each other.

50) Listens to an age-appropriate story.
- Read a story orally. Ask guiding questions concerning story elements (e.g., character, setting, plot, theme, mood, conflict, and solution).

Develops and expands sight vocabulary

51) Reads and recognizes proper names of classmates
- Provide opportunities to identify names from helper charts—names on desks, etc.
- Divide children's names into categories (e.g., one syllable, two syllable, three syllable, then create a chant to include the children's names.

52) Reads labeled objects in room
- Play *I Spy* (e.g., name something that begins with B—books, bookshelf, belt, boys).

53) Reads and recognizes words representing familiar objects
- Build a picture - naming dictionary. Bring pictures from home to put in a class dictionary as the class works on a particular letter of the alphabet. Write the word under the pictures displayed.

READING BENCHMARKS

First Grade

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Demonstrates an awareness of books, print and reading process

1) I - Identifies where the reader would begin and end; points to a letter and a word
2) O - Demonstrates knowledge of concept of word boundaries and letters

Uses language to establish a connection and interact with print

3) I - Experiences/engages in retelling stories (brings personal experiences to stories)
4) O - Follows oral directions
5) O - Processes language presented orally in stories and discussion
6) O - Expresses self through drawing/writing
7) I - Demonstrates that reading is a process of gaining meaning

Reads orally with fluency based on rate, intonation, phrasing, and naturalness

8) I - Recognizes many sight words (high frequency, instruction connecting)
9) O - Attempts to use all cues available (e.g., syntax, context, language predictability), when reading

Extends phonemic awareness

10) O - Pronounces all sounds in words containing two or three phonemes
11) O - Blends sounds in words containing initial and final blends

Uses letter-sound (grapheme/phoneme) relationships to identify words in context

12) I - Recognizes letter-sound associations
13) I - Recognizes word families and rhyming words
14) O - Identifies new words by picture cues
15) O - Identifies likeness and differences in words and letters
16) I - Knows how to make new words
17) I - Decodes words using phonemes

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Derives meaning from text and extends meaning beyond the print

18) O - Attends to a story read aloud
19) O - Retells a story with elaboration and with meaningful sequence
20) I - Recognizes fact from fantasy
21) I - Makes predictions
22) O - Utilizes picture/context cues

Develops listening skills

23) O - Follows directions
24) I - Listens attentively with understanding to a story

A general statement needs to be made at the beginning of this section to remind teachers how to use each of the sample task suggestions using family materials such as words/passages from children's literature.

First Grade Informal Assessments

Guiding Questions	Task Sample
(1) Does the student have book and print awareness?	After handing a student a book (spine side toward the student) notice: • Does the student hold the book right side up? • Does the student know the parts of a book and their functions (cover, title page, illustrations)? • Does the student know that the author wrote the book and the illustrator drew the pictures? • When asked to "pretend read" does the student point to the first word of the text, demonstrate left-to-right progression, and move to the bottom of the page? • Does the student know what to do next when he/she comes to the last word or image on the right-hand page? • Can the student determine word boundaries (e.g., recognize what a word is, recognize when one word ends and another words begins, can differentiate between a letter and a word)? *Reprinted with permission from Southern California Comprehensive Assistance Center/Reading Success Network.*
(3) Does the student retell a story?	After a student has listened to a story selection ask him/her to tell what they just heard. Retelling should include: • Information stated in text. • Relevant content and concepts. • Connection of background knowledge to text information. • Appropriate use of language (e.g., vocabulary, sentence structure,
Guiding Questions	**Task Sample**

	language conventions). • Ability to organize or compose the retelling. • Control of the mechanics of speaking. • Inferred information (directly or indirectly). • Sense of audience or purpose. *Adapted from Reading Success Network.*
(7) Does the student understand that reading is a process for obtaining meaning?	Choose an unfamiliar story from children's literature. Tell the student to read the story. (Read the story to nonreaders.) Ask the student to retell the story to you including the most important events in correct sequence.
(8) Can the student recognize many sight words?	Provide a list of high-frequency words to student. Teacher has a copy of same list. As the child reads the list, the teacher circles the words unknown to the student.
(12) Can student recognize letter-sound associations?	Display 4 to 5 letters. Ask the student to point to the letters on cue. For example, display *b, p, s, t.* Ask the student to point to the letter that begins each of these words—*bat, pan, sat, tan.* Ask the student to point to the letters that ends each of these words—*cub, pup, dress, mat.* Display word cards with some nonsense words. Read the words orally. Ask the students to read the nonsense words (e.g., hat, zat, rat, cat, tat [initial sounds]; maf, man, mat, mab, map, [final sounds]).
(13) Can student recognize word families and rhyming words?	Say the following pairs of words to the student: *man-mat, fan-can, dish-dog, fish-wish, top-stop, run-rat.* Ask the student to identify the pairs that rhyme.
Guiding Questions	**Task Sample**

(16) Does student know how to make new words?	Say the following word to the student: *pet*. Explain to the student that you can make a new word by changing the beginning sound. Now say *get*. Tell the student to say the word, *cat*. Tell the student to take the /c/ off *cat* and put an /h/ to make a new word. To be sure the student understands this concept, you may want to use additional words such as: say-may, frog-log, snake-rake, clock-sock.
(17) Does the student decode words using phonemes?	Have children identify words in a passage that have the same phoneme. Example: Identify the words that have the same vowel sounds as *yes*, *bed*, and *get*. Then, write *yes*, *bed*, and *get* on the board. Ask "What is alike in these words?" (The e vowel.)
(20) Can student recognize fact from fantasy?	Select several familiar books (some fantasy, some factual). Holding up each book, ask the student to tell you which stories are fantasy and which are factual.
(21) Can student make predictions?	Select an unfamiliar story. Have the student read the story. (Read the story to the nonreaders.) At an appropriate place in the story, ask the student to predict what might happen next. Ask the student to explain his/her answer.

Guiding Questions	**Task Sample**

(24) Does the student listen with understanding to a story?	The teacher reads a familiar and/or unfamiliar story to the student. Ask guiding questions concerning story elements. Example: • Who was this story about (characters)? • Where did this take place (setting)? • What happened at the beginning, middle, and ending of this story (plot)? • What was the story mainly about (theme)? • How did _____ feel when _____ happened (mood)? • Was there a problem in the story (conflict)? • How was the problem fixed (solution)?

Suggested Teaching Strategies for
FIRST GRADE

Demonstrates an awareness of books, print, and reading process

1) Identifies where the reader would begin and end; points to a letter and a word
   - Use different types of pointers to follow along with the reader. Example: The student may paint their index (pointer) finger red or use a Halloween witch finger to help follow the written material.
   - Use a variety of motions with the body to identify a left and right movement (e.g., follow line from left to right with the tip of your nose).
   - Place pictures or symbols in different positions on a page and ask students to identify correctly. Example: Where is the picture of the cat? (in the top right corner of the page). Touch the flower on the lower left side. Draw a tree in the top left corner, etc.

2) Demonstrates knowledge of concept of word boundaries and letter
   - Direct the use of motions to identify sentence beginning and end. Example: Clap beginning of a sentence, snap the end of the sentence, slap left knee for beginning, slap right knee for the end of the sentence.
   - Use color coding to learn visual concepts of written words and sentences. Color all spaces between words, color sentences on page, color paragraphs, color quotations, etc.
   - Have students to count all the words in a paragraph. Count the spaces, sentences, paragraphs, etc.
   - Write a sentence on a long sheet of butcher paper. Ask students to step on each word, following along from the beginning of the sentence to the end. Next, tiptoe from the right side to left side and begin again, this time using expressive dance movements, skipping, etc..
   - Show the students the top part of a letter or word and ask them to guess the correct word. Great with rhyming words.

Uses language to establish a connection and interact with print

3) Experiences/engages in retelling stories (brings personal experiences to stories)
   - Pick a certain element from the upcoming story. Example: The Giant. Teacher will ask, "How do you feel when you are in the dark?" The student will interact by telling a personal experience.
   - Cut a passage of a poem apart into sentences. Give students the cut out sentences and ask them to arrange them in order to form the passage of poetry. This may be repeated until each passage of the poem is assembled. The passages may then be arranged to form the complete poem.
   - Provide opportunities to listen to a story told by a teacher or child. Tape record the story. Illustrate (draw) scenes or characters in the story. Have students share and display their work.
   - Have students to look at a painting or a fine art print and make up a story to dramatize the scene or image (e.g., Winslow Homer's "In the Mowing").

4) Follows oral directions

- Play the game *Beach Ball.* Sing key words selected by teacher from a story, poem, or musical lyrics. The teacher will print the words on a beach ball. The ball is tossed to the student. As the student catches the ball, he or she will read the word that is under the thumbs. The student must explain something about that word (to be decided by teacher).
- Play *Musical Chairs* to reinforce new vocabulary words or terms. Example: Key terms will be attached to the back of chairs. Each student will read, define, demonstrate, or explain the term that is attached to the chair that they "land" in. This may be repeated several times during the week until each student has read or demonstrated all of the terms.

5) Processes language presented orally in stories and discussion
   - Have students to listen to a selection of music and make up a story to go along with the music. Illustrate a scene or event from the story with a drawing. Example: The teacher may choose music that is associated with a traditional story, such as *Peter and the Wolf*, *Sleeping Beauty*, *The Nutcracker Suite*, or an aria from a popular opera such as "The Triumphal March" from *Aida*. The original story that goes with the music may be kept as a secret until the children have completed their own stories. Then the original story may be told and compared to the student-created stories.
   - Produce a mural of a story. Divide children into groups. Each group may work together to draw or paint a different part of the story.

6) Expresses self through drawing/writing
   - Have students make up a short story while listening to a selection of music (e.g., Classical, Jazz, or Folk Music). Write down the title of the music. Write down the story. Do several of these to create a booklet of original drawings (e.g., *(Jane's) Booklet of Interpretive Stories and Illustrations*).
   - Provide opportunities to write a short story and create a drawing to go with the story. Create a title and cover for the story and the illustration to form a booklet.
   - Allow time to practice journal writing. Illustrate each journal entry.

7) Demonstrates that reading is a process of gaining information
   - Illustrate the meaning of a printed story by encouraging children to paint or draw scenes, characters, or objects in a story. While reading the story, the children will look for images that they would like to illustrate.

Reads orally with fluency based on rate, intonation, phrasing, and naturalness

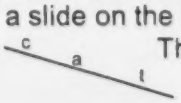
8) Provide numerous opportunities to recognize many sight words (e.g., high frequency, instruction connecting) [Refer to page 68.]

   - Play *Around the World* game: Two students will stand; teacher will hold up sight word; first student to pronounce the word will travel to the next person until the student has traveled around the room.

- Read a poem several times until student memorizes the poem. Students recite poem.
- Write sentences on sentence strips, and have the student read them.
- Play word *Bingo*.
- Play *Sight Word Beach Ball*. Example: The teacher will write vocabulary words from a story on a beach ball. As the ball is tossed, the student will pronounce the word that the thumbs touch when it is caught. The class will then spell the word aloud together.
- Play sight word *Musical Chairs*. Each child will pronounce the word that he or she sits on when the music stops. Repeat until everyone has pronounced each word.
- Play *Sight Word Bag*. Place a variety of words in a sight word bag. The words are spilled on the floor. Encourage the children to pick up the words that they know and can pronounce. Continue until all of the words are picked up.
- Have students associate a sound with a word (e.g., "ring" sound with the word "bell"). Words may be acted out, vocalized, or sounded with instruments.
- Allow students to replace a word in a sentence with a picture of that word. The students will identify the picture and write the printed word. Read the sentence aloud. Example: "The ---------- (picture of a cat) can run." Place the printed word "cat" over the picture and read the sentence again.
- Assign one letter to each student. Each child will represent a letter and its sound. Blend selected letters / sounds to make a word.
- Perform different taps for each letter of a word. Say the letters in sequence to blend a word (e.g., CAT—one tap for *c*, loud tap for *a*, two short taps for *t*). This is a great activity for rhyming words.
- Provide opportunities to make a chain of letters to spell a word. The chain may form a necklace or bracelet.
- Provide opportunities to form letter shapes with the body. Make a chain of body/letter shapes to form a word.

9) Attempts to use all cues available (e.g., syntax, context, language predictability) when reading
   - Guide students to interpret the meaning of a word by using cues and details in drama and/or dance.
   - Use pictures or illustrations in a book to predict outcomes. Example: Identify and describe a character's feelings from the facial expressions of the character.
   - Have students to pantomime actions for verbs.
   - Use movement to express words and sentences. Example: The teacher will begin a sentence, and the student will complete the thought of the sentence through creative movement.

Extends phonemic awareness

10) Pronounces all sounds in words containing two or three phonemes
   - Play *Slide* game. The teacher will draw a slide on the board. The student will make each sound as they slide by. 

This game can be used

with blends also. Make each sound separately, and then "slide" from sound to sound.

- Assign each child one letter of the alphabet. Demonstrate knowledge of the alphabet and letter sounds by verbalizing sounds and letters. As a new word is introduced the students responsible for the letters/sounds, will piece the word together to form the word.
- Guide students to tap knees or make a shape with the body as each letter or blend in a vocabulary word is vocalized. This is also good for practicing spelling.

11) Blends sounds in words containing initial and final blends
- Make a shape for each letter in a blend. The students, working in pairs, will connect the shapes to form a visual image of the blend. As the blend is formed, the class will vocalize the action.
- Use a *Twister* game to identify letters and their sounds. The teacher will write one letter on each color dot. The students will stand on a color called out by the teacher. The student will say the sound of the letter and will say one word that begins with that sound.

Uses letter-sound (grapheme/phoneme) relationships to identify words in context

12) Recognizes letter-sound associations
- Have students take a letter out of a bucket, identify it, and say a word that begins with that sound.
- Have students stand, sit, hop, or jump when the teacher says the first letter of their name.
- Create a sound box (e.g., | M | A | X | say the word).
- Choose a song for the class to learn (e.g., folk, traditional, patriotic, etc.). The students will memorize the lyrics of the song. Ask students to identify selected letter-sound associations from the song lyrics.
- Guide students to pronounce a sound and write the sound. Draw pictures of words that begin with that sound.
- Have a variety of small objects on display (e.g., car, comb, cat, ball, box, etc.). Randomly place the letters of the alphabet alongside the objects. After identifying each object, place the correct beginning sound letter beside each object. Group the objects with the same beginning sound together. Ending sound letters or blends may be used the next time the activity is done.
- Play a modified version of the *Beach Ball Game*. Example: Write large alphabet letters on the ball. Students will stand in a circle and clap together in slow rhythm. The students will toss the ball. As each child catches the ball, he or she must say the sound of the letter that is under their right thumb. While keeping in rhythm, the child must say a word that *begins* with that letter. On the next round the students must say a word that *ends* in the letter, etc.
- Read a poem and clap on each word that begins with a selected letter sound.

- Identify a letter sound, and cut out pictures representing words that begin with the letter sound (e.g., the letter *m* for moon, man, mat). Construct a collage by assembling the pictures.
- Assemble a letter-sound class book. Give each student the following frame: A is for _____. Students will illustrate their sentence. Staple and make class book. Place in class library for students to check out.
- Develop a story for letter/sound presentation. For each letter of the alphabet, turn the letter into some sort of living character and make up a story about this character. While telling the story, it is best to draw the character as the student watches. For example, write a large letter "O." Draw on some ears, hair, eyes, nose, and a round circle for a mouth. Tell the student that "O" has a sore throat and must go to the doctor. The doctor tells him to open his mouth and say "Ahhh." Display the letters on the wall or the student's desk for easy reference. As the student sees the character letter, he will remember the story and the sound the character makes. When all the letters have been taught, two character letters can be combined to make a blend.

13) Recognizes word families and rhyming words
- Have students listen to some questions. The questions are followed by rhyming word answers. The students then repeat the rhyming words and answer questions with the correct rhyming word (e.g., What do dogs have? *paws* or *saws*; Which are pets? *kitten* or *mittens*).
- Guide students to locate rhyming words in a story, poem, or song lyrics. Highlight the rhyming words with colored markers or colored stickers.
- Have students to make a paper chain of rhyming words.
- Create an original song using rhyming words. Choose a familiar melody, and compose new lyrics using the vocabulary words (rhyming words).
- Develop a class rhyming book. Let each student write a sentence using rhyming words. Students will illustrate the sentence. Place each page in a zip-lock bag. Staple zip-lock bags together to make a rhyming book.
- Have students identify and illustrate rhyming words. Fold paper in half, length wise. Fold into fourths. Write a word on the top flap. Lift the flap and write another word that rhymes with the word on the bottom flap. Illustrate both words.
- Read a poem or story that contains rhyming words. Use rhythm sticks (or pencils) to tap once on each one – syllable word that rhymes; twice on each two-syllable word that rhymes, etc.

14) Identifies new words by picture cues
- Provide opportunities to match a picture to a word.
- Provide opportunities to pantomime a new word.
- Illustrate a new word on the board. The class tries to guess the new word by the clues the student draws.

15) Identifies likeness and differences in words and letters
- Allow students to make a collage of words that are alike. Make a collage of words that are different. (Use magazine pictures, drawings, etc.).

16) Knows how to make new words
- Write words on cards and cut zig-zag to make puzzle pieces. The student will put the puzzle pieces together.
- Write word endings on the board and have students make new words by adding consonants to the beginning (e.g., _____ op, _____ op).
- Have students to create a paper chain of letters in a word.
- Have students to illustrate new vocabulary words. Cut paper into four (4) strips. On each strip, write a new vocabulary word. On the other side (or beside the word on the same side), the students will draw or color a picture to illustrate the new word. Staple the four (4) large strips of paper together and stagger strips to make a booklet of word illustrations (flip book).
- Use finger paints and sponge letters to paint new words.
- Make a rubbing of letters to build a new word. The teacher will cut the letter shapes from materials of varying textures (e.g., sandpaper, wallpaper, etc.).

17) Decodes words using phonemes
- Make an impression of a new word. Place two (2) tablespoons of paint in a zip-lock bag. Seal or tape the top securely. Have students write each phoneme on the bag with their index finger. Say the word or phoneme as it appears in the paint through the plastic.
- Have students spell out words in rhythm while jumping rope.
- Have students spell out new words on the floor using rope, yarn, etc. Students will follow the pattern of the letters in the word. The students will create a dance or rhythm movement to follow the letters/sounds.
- Divide into small groups. Each group will form the shape of a phoneme using play dough. The class will pronounce the phoneme and identify words that contain that phoneme.
- Write the letters of the alphabet on Post-It-Notes, one letter on each Post-It-Note. Use one color for consonants and another for vowels. Combine the letters on Post-It-Notes to form spelling/vocabulary words of the same phonemes, then of different phonemes, etc.

Derives meaning from text and extends meaning beyond the print

18) Attends to a story read aloud
- Read a story to the students, the students pretend to be the characters in the story as they relate to events of the story (plot) and how a character feels during the events of the story (mood).
- Identify a key word or character that will appear in a story. Make up a rhythmical sound (with instruments or clapping, etc.) to associate with the word or character. As the story is read, students will play the rhythmical sound when they hear the selected word or character name.
- Read a story. Ask students to make up a short song or poem about the story's main character.
- Ask students to describe their favorite scene in a story after it is read aloud. Students will tell what they liked about it.

- Select a musical recording to accompany a scene from a story read aloud. Choose another selection of music for another scene, etc. Follow up by illustrating or dramatizing the story.

19) Retells a story with elaboration and meaningful sequence
- Have students draw pictures to illustrate the beginning, middle, and ending of a story.
- Create dance movements to depict main events of the beginning, middle, and ending of a story.
- Memorize a poem that tells a story. Analyze the memorized selection for content and detail.
- Memorize the lyrics to a song that tells a story. Ask students to retell the song's story in their own words.

20) Recognizes fact from fantasy
- Ask students to define and identify the *fiction* and *non-fiction* sections of the library. Ask the librarian for a floor plan of the library identifying the sections.
- Have students look at a variety of paintings, pictures, or illustrations. Place the pictures into one of the following categories: 1.) The picture portrays an actual person or event in history. 2.) The picture is purely imaginary or created from fantasy. 3.) The picture is very lifelike and it *could* portray an actual person or event, but it also *could* be an imaginary fantasy created by the artist.
- Guide students to categorize a variety of books. Determine whether the books are fiction (realistic or fantasy), or non-fiction.
- Recreate a factual event of history through drama. Ask students to bring props and costume items from home to portray the scene.
- Provide opportunities to dramatize a favorite historical figure. Write a monologue based on what the person actually said or wrote. Use costume, props, etc. to portray the character. The student may also play a recording of music that might have been played during the lifetime of the character.
- Recreate a fictional story or play using drama, dance, or music/song.

21) Makes predictions
- Read about the life of an important historical figure. Ask the students to predict what might have happened if the character had lived today.
- Read about an event in history. Ask students to recreate the event in a modern-day setting; if it had happened in their neighborhood, school, etc.
- Provide opportunities to observe the cover illustration of a book and ask students to predict things about the story's characters, the setting, or events.
- Provide opportunities to observe a painting or fine art print and predict its meaning. Ask students to describe all details of the painting. Discuss what the artist's purpose may have been, and what he or she may be trying to communicate through the painting. After the students discuss all of their predictions, the teacher will share the true information about the painting and the artist.

22) Utilizes picture/context cues

- Select pictures for a picture book and the teacher writes the words students use to describe the picture.
- Use a painting or art print to write an original story or poem.

Develops listening skills

23) Follows directions

- Have students participate in a creative movement exercise. Example: Select a piece of music to play. The teacher will call out movements for the students to follow as she demonstrates (e.g., step slowly to the right, move low to the floor backwards, move your left arm high, etc.). Gradually progress so that students will follow directions for several directions at once (e.g., take slow steps forward while moving the left arm in a large circle, etc.). The class may perform the movements to the same musical selection each day, adding a new movement each day, until the dance or movement sequence is memorized. The students will then perform the piece from memory.
- Play the game *Simon Says*.
- Have students participate in a critique or critical analysis of a selection of music. Example: After listening to a selection of music (e.g., a popular aria from an opera, a symphonic piece, Russian folk song, etc.), the teacher will ask selected questions about the music such as; "Are there several instruments or one?" "Do you hear percussion instruments?" " String instruments?" " Do you hear a main theme or melody?" "Is the theme repeated?" "How often?" "Can you describe the melody—is it fast? slow?", etc. The students will compare their observations. They will then listen to another selection of music and compare the two.
- Have students follow drawing instructions to create a design (e.g., draw a line across the middle of your paper, draw a line from top right of your paper to bottom left, etc.). This could be done to produce a mystery picture or message that will be discovered if the directions are followed correctly.
- Play *Follow the Command*. One child closes his/her eyes and tells another child or the class what to do to make body shapes (e.g., put your right arm over your head, bend your left knee, lean forward). When the child opens eyes, he/she gets to see if the directions were followed correctly, and if they made the shape he envisioned.

24) Listens attentively with understanding to a story

- Read a familiar story and ask the students guiding questions that relate to the story elements (e.g., characters, setting, plot, theme, mood, conflict, and solution). For example, who was the story about?
- Read a familiar story. The students will express the mood, plot, or theme of the story through a created work of art such as a drawing/painting, skit, dance, or a simple song.
- Read a selection of poetry. Discuss the various elements of the poem, the words, the impressions they had as they listened to the poem, what they liked about the poem or what they disliked about it, etc.

- Provide opportunities to listen to a poem from beginning to end. The students will then recite the poem several times, repeating each line slowly. The students will memorize the poem and recite the poem together as a class from memory.
- Provide opportunities to listen as the teacher plays a song that tells a story. After hearing the song, the students will write down what the song was about.
- Provide opportunities to listen to a song and sing it several times. The students will learn the lyrics and melody of a song. The class will sing it together from memory.
- Have students identify the characters in a story and create a rhythmical or musical sound to associate with each character. As the story is read, the students will play the correct accompaniment for each character each time they appear in the story.

READING BENCHMARKS

Second Grade

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Demonstrates an awareness of books, print, and reading process

1) I - Recognizes parts of a story
2) I - Uses table of contents and glossary

Uses language to establish a connection and to interact with print

3) O - Follows oral and written directions
4) O - Demonstrates comprehension of words, sentences, directions, and stories
5) O - Communicates in written form
6) O - Identifies/spells many words
7) O - Spells frequently-used words correctly
8) O - Expands sight vocabulary

Reads orally with fluency based on rate, intonation, phrasing, and naturalness

9) O - Self-corrects when reading miscue

Demonstrates phonemic awareness

10) I - Blends phonemes (sounds) orally to make a word
11) I - Segments phonemes (sounds) orally in words
12) I - Manipulates phonemes (sounds) orally in words

Uses knowledge of letter-sound (grapheme/phoneme) relationships to decode words

13) I - Recognizes word patterns (suffixes and prefixes)
14) I - Recognizes vowel sounds
15) I - Decodes words using phonemes
16) O - Figures out unknown words in context, using meaning cues, sentence-structure cues, and phonetic generalizations

Derives meaning from text and extends meaning beyond the print

17) I - Retells a story
18) I - Determines cause and effect
19) I - Reads for more than one purpose
20) I - Reads with understanding
21) O - Utilizes picture/context cues
22) I - Recognizes synonyms, antonyms, contractions, and compound words

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

23) I - Draws conclusions from reading
24) I - Recalls details
25) I - Makes and revises predictions
26) I - Compares and contrasts

Develops listening skills

27) O - Follows directions
28) O - Listens attentively to a story

Second Grade Informal Assessments

Guiding Questions	Task Sample
(1) Can the student recognize the parts of a story?	After reading a story, have the student write the plot of the story (beginning, middle, and ending).
(2) Can the student use a table of contents and glossary?	Using a school textbook, have the student locate a vocabulary word in glossary. Using a school textbook, have the student locate a specific chapter/story related to story.
(10) Can the student blend phonemes (sounds) to make a word?	The teacher will say the segmented sounds in words. The student will say the words orally, e.g., c • a • t—says cat.
(11) Can the student segment the phonemes (sounds) in words?	The teacher will say a word. The student will say how many sounds were heard, such as: • cat - 3 • meat - 3 • hat - 3 • stop - 4
(12) Can the student manipulate phonemes (sounds) in words?	The teacher will provide oral directions for students to add, delete, transpose phonemes in words. Direct the student to: • Addition – say at, then add /c/ = cat • Deletion – say meat, then say meat without the /m/ = eat • Transposition – say stop and spot. What is different? /p/ and /t/
(13) Can the student recognize word patterns (suffixes and prefixes)?	Place the following words on a table. Allow students to select suffixes or prefixes. undo, untie, writing, working, sitting, playing, running, played, worked, walked

Guiding Questions	Task Sample
(14) Can the student recognize vowel sounds?	The teacher will say the following pairs of words. The student will identify whether the words have the same vowel sound. mad — sad run — jump bell — tell big — ball bat — hat sit — bet
(15a) Can the student blend sounds in words with initial blends?	The teacher will say the following pairs of words. The student will identify whether the word begins with the same sound. *Beginning Sounds* start — stop bright — stick drop — drum brush — broom drum — trip frog — from climb — click trip — trace
(15b) Can the student blend sounds in words with ending blends?	The teacher will say the following pairs of words. The student will identify whether the word ends with the same sound. *Ending Sounds* bush — church munch — crunch bright — light rich — fish talk — walk bank — tank bench — wrench bath — batch

Guiding Questions	Task Sample
(17) Can the student retell the story?	Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts: Concepts of Comprehension include: • Specific details • Relevant content • General details Concepts of Metacognitive Awareness include: • Connection of background knowledge • Summarizes text and connects to real life Concepts of Language Development include: • Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) • Organizes details and structures composition Adapted from *Reading Success Network*
(18) Can the student identify cause and effect?	Students will create a cause and effect statement using examples from their own experience. For example, "I brought an umbrella today because it was raining."

Guiding Questions	Task Sample
(19) Does the student understand the purposes for reading?	After a story or an article is read silently or orally, the teacher asks guiding questions to determine why the piece was written (author's purpose). Example: • Did the author write this story for the reader's pleasure or entertainment? • Did the author write this story to explain something or to inform? • Did the author write this story to tell the reader how something looks or to describe? • Did the author write this story to make the reader believe in something or to persuade?
(20) Can the student demonstrate understanding of a story?	After a story is read silently or orally, the teacher asks guiding questions relating to story elements, utilizing terms that explain, as well as the correct term. Example: • Who was this story about or who were the characters? • Where did this take place or what was the setting? • What happened at the beginning, middle, and ending of this story or tell me the plot? • What was the story mainly about or what was the theme? • How did _____ feel when _____ happened or what was the character's mood? • Was there a problem or conflict in the story? • Did the characters solve the problem or find a solution?
Guiding Questions	**Task Sample**

Guiding Questions	Task Sample
(22) Can the student recognize synonyms, antonyms, contractions, and compound words?	The teacher will say or write the following pairs of words. The student will identify whether the pairs are synonyms, homonyms, antonyms, contractions, compound words or none of the above.

Synonyms

big	large
small	tiny
bright	shady
fury	fluffy
soft	cuddly
string	yarn
rainy	foggy
elastic	rubber band
happy	glad
dry	wet

Antonyms

big	large
tall	long
open	close
up	down
hard	strong
in	out
far	near
soft	sweet
weak	strong

Homonyms

son	sun
bee	be
herd	heard
read	red
hear	here
we	wee
there	their

	Contractions did not didn't will not won't was not wasn't has not hasn't is not isn't could not couldn't should not shouldn't have not haven't can not can't
	Compound Words toothbrush tablecloth together faster firetruck sunshine playful playroom sidewalk
(23)Can the student draw conclusions?	Using examples from a story selection, student will draw conclusions about the action of characters. The student will include specific details and events.
(24)Can the student recall details?	After reading a story, students will orally retell the main events of a story in sequence.
(25)Can the student make and revise predictions?	Students will make predictions about the story to be read. After the story is read, students will compare their predictions to the actual ending and revise their previous ideas.
Guiding Questions	**Task Sample**
(26)Can the student compare and contrast	Using a Venn diagram, students will

information?	compare a book with a movie version of the book or compare events in a book with events in the movie.

Suggested Teaching Strategies for
SECOND GRADE

Demonstrates an awareness of books, print, and reading process

1) Recognizes parts of a story
   - Use "4w's + h" to answer questions: "Who"—characters in the story; "What"—plot—what happened in the story?; What was the problem?; "Where"—setting—where did the story take place?; "Why" – cause/effect relationships; "How "— was the problem resolved?
   - Provide opportunities to create a mural or diorama of favorite scenes of a story in correct sequence. (Draw, color, paint, cut / tear paper, or use a combination of these.)
   - Ask students to describe the main characters of a story. Ask questions such as, "What would it be like if this character lived on your street or in your community?" "Would he or she enjoy coming to school?" "What would be his or her favorite school activities or subjects to learn about?"
   - Ask students to act out the beginning events of the story. Another group may act out the main event that occurs in the middle of the story. A third group may act out the ending of the story. Props, masks, or costumes may be used.

2) Uses table of contents and glossary
   - Have students use the table of contents to find page numbers when reading. (Students will be given time daily to choose material and read.)
   - Guide students to examine the table of contents of a book and describe its function. Then, listen to a musical overture of an opera, symphony, or musical play or movie and describe its function. (The overture introduces the melodies and musical themes that will be heard in the opera, symphony, or musical play or movie.) Compare the similarities of the two. List other items that have a similar function (e.g., an architectural draft, blue print, floor plan, design plan or composition for a painting, sculpture, etc.).

Uses language to establish a connection and interact with print

3) Follows oral and written directions
   - Have students to follow oral directions that teacher gives, such as draw a boy in the middle of the page, draw a circle on top of the boy, put a dot between the circle and the box, and put an *x* on the bottom of the box.
   - Guide students to use vocabulary words to write their own sentences.
   - Have students work in cooperative groups to write sentences and then act out the sentence for the rest of the class.
   - Provide opportunities to match vocabulary words with the definition of the word. Vocabulary words are placed on one card. Definitions are placed on another card. Pass out cards. Students then find a match for their definition or vocabulary word. Share with the class the vocabulary word and its definition.

4) Demonstrates comprehension of words, sentences, directions, and stories
   - Have students listen to a story that the teacher has read, listen to several pieces of music of varying styles (e.g., Classical, Baroque, Romantic, Jazz, Contemporary, Folk, or music of another culture, etc.). Select the piece of

music that best matches or *interprets* a character, setting, or event of a story. Discuss and elevate the selection(s).

- Have students read or listen to a story from beginning to end. Students will take turns *improvising* or *pantomiming* the actions and characters as the teacher reads the story. Change student actors periodically to ensure that everyone's attention remains focused on the story, and each student has an opportunity to improvise.
- Choose an historical event or story about an historical figure. Retell the story through pictures without using written words. Example: Students will draw, color, paint, or use cut/torn paper to create an illustration of a story from history. Students may choose a specific story event, or the teacher may ask small groups to work together on different story events. After completing the pictures, they may be joined together to form a big book or a mural that illustrates the entire event from beginning to end.

5) Communicates in written form

- Ask students to write a detailed description of the art and look at a painting or fine art print. The teacher may ask the students to describe specific elements of the work, including all details. The use of accurate terminology should be encouraged. Vocabulary words from the Visual Arts Glossary or other art references may be used in this activity.
- Have students write a poem about a subject that the teacher selects. After each student completes writing the poem, divide the class into groups. The groups will then work together to create dance movements or perform music to interpret the poems as they are read aloud.
- Have students create a dance sequence to go along with a story or poem, describe the dance movements in writing. Write a description of the movements so that another student could follow the written instructions.
- Have students listen to a short musical selection. Choose from Classical, Baroque, Folk, etc. The students will listen to the piece several times and then write a detailed description of what they hear. The teacher may ask the students to identify the musical instruments they hear, or to describe the tempo or the melody, etc. The use of accurate musical terminology should be encouraged. Vocabulary words from the Music Glossary of *The Mississippi Fine Arts Framework* or other music reference may be used.
- Write a detailed description of two different selections of music. Discuss the observations described. Ask students to compare descriptions and write the likeness and differences.

6) Identifies/spells many words

- Use music tempo to clap the syllables as they speak the words aloud. Identify words having the same number of syllables.
- Improvise movement as words are spelled aloud. Example: The student will perform movements, or act out the word to describe or interpret a word as it is stated and spelled.
- Guide students to form letters with students' bodies. Example: Three students will spell C-A-T while students observe and try to guess the word.

7) Spells frequently-used words correctly
   - Play *Throw the Ball.* As a student throws the ball, he/she calls out a spelling word. Whoever catches the ball must spell the word correctly to remain in the activity.
   - Use plastic bottle caps with letters printed on the caps, (upper and lower case), to form spelling words.

8) Expands sight vocabulary [See page 62]
   - Have students pantomime sight words.
   - Have students make a word mural of sight words.

Reads orally with fluency based on rate, intonation, phrasing, and naturalness.

9) Self-corrects when reading miscue
   - Model reading orally with fluency based on rate, intonation, phrasing, and naturalness, utilizing miscues. Read to the students several times each school day. Reading material should include a wide variety of genre including fiction, non-fiction, poetry, etc.
   - Use an easy-to-read story and/or poem for a choral reading. Have all students participate in orally reading the material with fluency based on rate, intonation, and phrasing to gain meaning.
   - Provide opportunities to read with a partner (buddy and/or paired reading). One of the students in the partnership should be a fluent reader.
   - Provide opportunities to read a passage or story into a tape recorder. Play back the recording and follow along in the book while listening to himself/herself read.

Demonstrates phonemic awareness

10) Blends phonemes (sounds) orally to make a word
   - Assign one phoneme to each student. Each child will represent that sound. Blend selected phonemes together to make words.

11) Segments phonemes (sounds) orally in words
   - Display a picture card. Have the students say the word and segment the sounds.

12) Manipulates phonemes (sounds) orally in words
   - Play *Around the World* game. Two students will stand; then, the teacher will say two words orally like *stop* and *spot*. The student that can state the difference in the two words will travel to the next person until the student has traveled around the room. The teacher could say *meat*, and ask the students to say *meat* without the /t/. The students that says "me" would travel to the next students.

Uses knowledge of letter-sound (grapheme/phoneme) relationships to decode words

13) Recognizes word patterns (suffixes and prefixes)

- Ask the students to find words in a read-aloud passage with (e.g., words with "s" blend sounds). This same procedure may be used to find words in the passage that have certain suffixes and/or prefixes. Ask the student to use the found words in oral and/or written sentences to keep focus on reading for meaning and to build vocabulary experiences.
- Use a newspaper, highlight the suffixes and prefixes of words.
- Read a passage aloud. The students will move as designated at appropriate times during the passage reading (e.g., clap on the suffixes, and stand on the prefixes, etc.).
- Play word games with students utilizing 38 phongrams.

Example:

38 Phonograms

	V-C/V-C-C	V-C-e/V-V0C	Diphtongs, r-controlled, others
a	at, am, ag, ack, ank, ap, an, ab	ay, ail, ain, ake	
e	ell, est, ed	eed	ew
i	ill, ip, ick, ing, in, ink, im	ine	ight
o	ot, op, ob, ock		out, ow, ore
u	unk, ug, uck, um		
y			y

14) Recognizes vowel sounds

- Emphasize vowel sounds through instruction in musical diction.
- Draw two large dog houses. Label one *long vowels* and the other *short vowels*. Cut out shapes of different kinds of dogs with a spelling word written on each. Students will place each dog in the correct dog house according to the vowel sounds. (Write correct answer on back of dogs.)
- Develop a story for letter/sound presentation. For each letter of the alphabet, turn the letter into some sort of living character and make up a story about this character. While telling the story, it is best to draw the character as the student watches. For example, write a large letter "O." Draw on some ears, hair, eyes, nose, and a round circle for a mouth. Tell the student that "O" has a sore throat and must go to the doctor. The doctor tells him to open his mouth and say "Ahhh." Display the letters on the wall or the student's desk for easy reference. As the student sees the character letter, he will remember the story and the sound the character makes. When all the letters have been taught, two character letters can be combined to make a blend.
-

15) Decodes words using phonemes

- Encourage the student to use phonetic decoding strategies with meaning-cues strategies to figure out unknown words. This is done by calling attention to consonant sounds in the beginning, final, and medial positions in the unknown word while focusing on meaning of the passage.
- Write the letters of the alphabet on Post-It-Notes, one letter on each sheet. Use one color for consonants and another for vowels. Combine the Post-It-Note letters to form spelling/sight words.
- Spread shaving cream on a desktop, and allow student to write letters/words in the foam.
- Read a selection of poetry. The students will identify words with different phonemes, (e.g., touch your head when you hear a word that begins with "tr").
- Use graphics or colors to decode words. Example: Paint vowels yellow, paint consonants red, paint blends blue, etc.
- Guide students to identify pictures of words that have long vowels, short vowels, etc. Example: Ask students to cut out magazine pictures of words with short vowel sounds. Make a *short "a" sound* collage, a *long "o" sound* collage, etc.

16) Figures out unknown words in context, using meaning cues, sentence-structure cues, and phonetic generalizations
    - Conduct a student/teacher individualized reading conference. Student reads to the teacher. During the reading conference, the teacher uses "leading thinking" questions for guiding the student to use meaning cues to figure out unknown words.

Derives meaning from text and extends meaning beyond the print

17) Retells a story
    - Have students retell story using an *audiotape.*
    - Have students retell story using story prompts.
    - Have students dramatize the story.
    - Have students listen to oral reading of story and then retell story (oral/written intervention for whole group). Retelling should include the following concepts:

        - Concepts of Comprehension include:
            - Specific details
            - Relevant content
            - General details

        - Concepts of Metacognitive Awareness include:
            - Connection of background knowledge
            - Summarizes text and connects to real life

        - Concepts of Language Development include:
            - Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions)
            - Organizes details and structures composition

Adapted from *Reading Success Network*

- *Videotape students retelling the story to share with peers, parents, and administrators.*

18) Determines cause and effect
- Read a story. Small groups will act out a story to demonstrate cause and effect.
- Ask students to bring in toys or articles from home that illustrate cause and effect. The student then describes the cause and effect, (e.g., The balloon squeaks because it leaks.).
- Analyze the results of specific movements. Let students act out events that occur in nature. Example: Let some of the students get under an umbrella. Play classical music or jazz music and ask the other students to act out the rain to the music.

19) Reads for more than one purpose
- Use science books, dictionaries, cookbooks, telephone books, picture books, etc., to read for more than one purpose (e.g., reading for information, reading for pleasure).
- Read a piece of literature. Ask guiding questions concerning the author's purpose.
- Allow students to make a picture collage to illustrate the various types of printed reading materials (e.g., reference books, biographies, textbooks, storybooks, advertisements and billboards, etc.).
- Guide students to make a mobile of laminated pictures of various objects, artifacts, buildings, etc. associated with a favorite story or story character.
- Make a diorama or class mural illustrating an event in history or a favorite story.
- Create a song or rhythmical chant to go along with the main events of a story.

20) Reads with understanding
- Read a story. Small groups will act out parts of the story to show understanding.
- Read a story in small groups. The students will determine the story elements (e.g., character, setting, plot, theme, mood, conflict, and solution). The groups will share response and give supporting evidence from the story.
- Allow students to create a summary illustration of a favorite story.
- Allow students to create a mask that shows the feelings of a story character.
- Guide students to make a papier mache' sculpture of an important item in a story.
- Allow students to make up a rhythm or melody to interpret an event in a story.
- Use a story map to illustrate story events/sequence.
- Ask students to record their impressions of a story in a journal, answering questions such as, "Why do you think the author wrote the story?" "Where do

you think he or she got the idea for this story?" "Did the story surprise you at any time?" Include pictures and drawings in the journal.

21) Utilizes picture/context cues
- Guide students to use picture/context cues to derive meaning (e.g., skip the unfamiliar word and derive meaning by using other words in the phrase or sentence or by looking at the picture).
- Have students to interpret a visual picture through dance, drama, or music.
- Show a picture of a scene in a storybook. Ask some of the students to create a dramatic tableau (a recreation of a scene using costumes, props, settings, etc.). Have another group create another tableau from another picture in the story. The students will form their tableaux on cue when the teacher says "action."

22) Recognizes synonyms, antonyms, contractions, and compound words
- Have students to read a self-selected book. Search for and create lists of synonyms, antonyms, contractions, compound words, as taught.
- Create a matching game. Example: Draw or trace pictures of apples and worms and cut them out. Write contractions on the apples. Write two words that make up the contractions on the worms. Have students match the correct worms to the correct apples.
- Demonstrate the meaning of pairs of antonyms by acting them out.
- Allow students to work in groups to create a synonym mural or a contraction collage, etc. Find synonyms or contractions in a magazine or newspaper. Cut out the words and glue on a larger piece of paper or poster board to create a mural or collage.
- Illustrate compound words through pictures. For example: For the word *sunflower*, cut out a picture of the *sun* and one of a *flower*. Glue pictures to a piece of paper and label each picture/compound word. Staple or tie pages together with ribbon to make a booklet of compound words.

23) Draws conclusions from reading
- Guide students to draw conclusions after reading a story (e.g., *The Relative Came*—What happened? Why? "_____ happened because _____ _____?")
- Guide students to determine two possible endings to a story and illustrate through dance/drama.

24) Recalls details
- Create a Word Kite. Have students make colorful paper kites. On each kite, carefully write the title, author, illustrator, etc. of a favorite book. (Write this on the main section of the kite.) On the tail of the kite, write as many details about the story or the characters as possible.
- Allow students to perform or pantomime a selected detail of the story. The students observing will identify the story detail.
- Have students to look at a painting, sculpture or fine art print. Observe as many details of the artwork as possible (e.g., What style of clothing are the

subjects wearing? Are they going somewhere? Where? How many people/buildings/pieces of furniture are in the painting? Is the subject old? young? wealthy? poor? happy? What kind of mood is portrayed by the lines, shapes, and colors? etc.). Ask students to write down as many details as possible and compare the answers in a large group discussion.

- Have students to act out a favorite part of a story, including as many details in the dramatization as possible.
- Ask each student to write a sentence or statement describing a favorite historical figure of a particular period of history. Create an illustration to go with the statement. Use all illustrations to make a class booklet of the historical figures (e.g., men and women of the American Revolution).

25) Makes and revises predictions
- Provide opportunities to make and revise predictions before and after reading a story (e.g., Before—What do you think this story is about; After—Was your prediction right? Why or why not?).
- Combine parts of a print of a painting or photograph from a magazine with an original interpretation by the student. The students may paint, draw, or make a collage.
- Show a print of a famous painting. Predict what will happen next in the painting. Write predictions. Discuss predictions. Revise predictions.
- Show the class the cover of a book. Predict what the book will be about by looking at the cover and some of the illustrations. Write down predictions. Read the book together as a class. Check the predictions with the actual events of the book.
- Play *Pass the Hat.* While reading a story aloud, ask students to pass a hat quietly around the class. (Students are seated in a circle.) Suddenly stop reading. The student holding the hat must predict what happens next in the story. Continue the game until the end of the story.

26) Compares and contrasts
- Use a Venn diagram to compare and contrast similar stories (e.g., *Lon PoPo*, and *Little Red Riding Hood*).
- Read a story or book. Ask students to create a different story ending. Compare and contrast the book ending with the endings written by students.
- Read two different versions of the same story (e.g., *The Three Little Pigs* and *The True Story of the Three Little Pigs*) and compare and contrast the details.

Develops listening skills

27) Follows directions
- Provides opportunities to follow oral directions given by the teacher (e.g., draw a boy in the middle of the page, draw a circle above the boy, put a dot between the circle and the box, and put an *x* on the bottom of the box, etc.).
- Have students follow as teacher directs various music activities (e.g., echoing a phrase of a song, melody, or rhythm).
- Play *Simon Says.*

- Play *Do the Hokey Pokey.*
- Have students follow drawing instructions (e.g., draw a curvy line along the top of the paper, draw a zig-zag through the middle of the paper, etc.). The students will compare the results to see how they followed the directions. They may color or paint the spaces and shapes that are formed by the lines to create a colorful design.
- Have students follow the verbal directions of the teacher to create an interpretive dance.
- Have students follow instructions to compose a poem or song.

28) Listens attentively to a story
- Use focused sharing. After listening to a story read by the teacher, the students will retell the story to a partner and make a story map (webbing) of setting characters, problems, and solutions.
- Allow students to create a mural or develop a puppet show to retell the story they heard.
- Ask students to listen for a certain word as the teacher or another student reads. When students hear the word they will clap, etc.
- Ask students to draw a picture of a character's particular action after the story is read. Listen to hear what the main character(s) or other character(s) do in a story.

READING BENCHMARKS

Third Grade

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.
I - Informal Assessment—those marked "I" have an assessment task attached.

Demonstrates proficiency in the reading process

1) I - Reads fluently with speed, accuracy, pacing, and inflection
2) I - Reads fluently with understanding

Uses language to establish a connection and to interact with print

3) O - Follows oral and written directions
4) O - Demonstrates comprehension of words, sentences, directions, and stories
5) O - Communicates in written form
6) O - Identifies/spells many words
7) O - Spells frequently-used words correctly
8) O - Expands sight vocabulary

Reads orally with fluency based on rate, intonation, phrasing, and naturalness

9) O - Self-corrects when reading miscue

Uses letter-sound (grapheme/phoneme) relationship to identify words in context

10) I - Extends word patterns
11) I - Decodes unknown words in context using meaning cues, sentence structure cues, and phonetic generalizations

Derives meaning from text and extends meaning beyond the print

12) I - Determines cause and effect
13) I - Reads for more than one purpose
14) O - Utilizes picture/context cues
15) I - Recognizes synonyms, antonyms, contractions and compound words
16) I - Draws conclusions from reading
17) I - Recalls details
18) I - Makes and revises predictions
19) I - Compares and contrasts
20) O - Uses title page, table of contents, index, and glossary as information sources

O - means teacher should be able to observe naturally throughout the day—possibly use anecdotal records.

I - Informal Assessment—those marked "I" have an assessment task attached.

Extends listening skills

21) O - Follows directions
22) O - Listens to oral reading

Third Grade Informal Assessments

Guiding Questions	Task Sample
(1) Can the student read fluently with speed, pacing, inflection, and accuracy?	Ask the student to read a 100-word passage to determine fluency. When judging fluency, look for features such as the following: • the pace or rate at which the passage was read • the expression or intonation in the student's voice • if the passage is read at a rate comparable to normal speech
(2) Can the student read fluently with understanding? Is the student able to demonstrate ability to use background experiences? Is he/she able to draw logical conclusions, predict outcomes, connect text to personal experiences, identify main idea, follow plot sequence, compare and contrast, follow printed directions, interact with content, and infer motives, traits, or feelings of characters?	Select an unfamiliar story from the student's basal reader or another appropriate children's book. Have student read the story and answer questions in writing about the story concerning story elements (e.g., character, setting, plot, theme, mood, conflict, and solution).
(10) Can the student recognize word patterns (suffixes and prefixes)?	Place the following words on a table. Allow students to select suffixes or prefixes. undo, untie, writing, working, sitting, playing, running, played, worked, walked

Guiding Questions	Task Sample
(11) What is the student's word recognition level? *The student is reading at his/her instructional level when 92-95% of the words are read correctly (Guszak, 1992).*	Use a passage from the basal reader or select one of your own. Ask the student to read the story. As the student reads, mark miscues on your copy. Use the marking system described on the following page or use a marking system you have developed on your own. *Sample Miscue Form*

Directions: Make a check for each word the student reads correctly. Write errors above the word in the text. Write "SC" each time the child self-corrects.

If	#SC/Errors
√ √ √ √ is √ √ √ ~~mom~~ √ √ √ money	

100 Running Words
Accuracy Rate = 100 - ____ (# of errors) =_____

Directions:

Reading Miscue Sample	Marking	
1. Insertions	Insert a ^ (caret)	We bought a red apple ^
2. Omissions	Circle the word, word part or phrase omitted	I will let you (get) in.
3. Self-correction	Write "SC" next to the miscue that is self-corrected	We took our ~~plan~~ place. SC

(12)Can the student identify cause and effect?	Students will create a cause and effect statement using examples from their own experience. For example, "I brought an umbrella today, because it was raining."

Guiding Questions	Task Sample

(13) Can the student determine the purposes for reading?	After a story or an article is read silently or orally, the teacher asks guiding questions to determine why the piece was written (author's purpose). Example: • Did the author write this story for your pleasure or entertainment? • Did the author write this story to explain something or to inform? • Did the author write this story to tell you how something looks or to describe? • Did the author write this story to make you believe in something or to persuade?
(15) Can the student recognize synonyms, antonyms, homonyms, contractions, and compound words?	The teacher will say or write the following pairs of words. The student will identify whether the pairs are synonyms, antonyms, homonyms, contractions, compound words, or none of the above. *Synonyms* big — large small — tiny bright — shady fury — fluffy soft — cuddly string — yarn rainy — foggy elastic — rubber band happy — glad dry — wet

Guiding Questions	Task Sample

	Antonyms big large tall long open close up down hard strong in out far near soft sweet weak strong
	Homonyms lead led they're their sea see forth fourth for fore tin ten road rode sail sale
	Contractions did not didn't will not won't was not wasn't has not hasn't is not isn't could not couldn't should not shouldn't have not haven't can not can't
Guiding Questions	**Task Sample**
	Compound Words

	toothbrush together firetruck sunshine playroom sidewalk tablecloth schoolbus rainbow
(16) Can the student draw conclusions for reading?	Using examples from a story selection, students will draw conclusions about the action of characters. The student will include specific details and events.
17) Can the student recall details?	After reading a story, students will orally retell the main events of a story in sequence.
(18) Can the student make and revise predictions?	Students will make predictions about the story to be read. After the story is read, students will compare their predictions to the actual ending and revise their early ideas.
(19) Can the student compare and contrast information?	Using a Venn diagram, students will compare and contrast a book and a movie version of a book or compare and contrast events in a book and events in a movie.

Suggested Teaching Strategies for

THIRD GRADE

Demonstrates proficiency in the reading process

1) Reads fluently with speed, accuracy, pacing, and inflection
   - Allow students to work with a partner until both can read a passage fluently and with expression.
   - Allow students to sustain silent reading with teacher in book of choice.
   - Conduct student/teacher conferences to listen to student read orally. Teacher will note the following:
     - ⇒ Students read fairly fast, but may have self-corrections and re-runs.
     - ⇒ Students read with automatic recognition of most words in appropriate level text.
     - ⇒ Students read continuously for 20 minutes per day.
     - ⇒ Students read at a comfortable rate comparable to normal speech.
   - Model fluent reading of a passage, poem, etc. Invite students to join in a choral reading by reading aloud together, saying words slowly and thoughtfully using correct pacing and inflection. Use a tape recorder to keep a record of students' choral reading performances. Remind students to use tone of voice and facial expressions that the character might use.
   - Invite students to pay attention to how performers (actors) express characters. Encourage students to imagine that they themselves are the characters in the story. Modify the story into a script or play. Have them rewrite a passage with dialogue and a narrator. Read the selection using appropriate dramatic tone. Go back and read original text using appropriate pacing and inflection.
   - Have a good reader model a line by line of a passage/poem/song, etc., while the class echoes each line (*Echo Reading*).
   - Give the students an opportunity to read dialog expressively and to mirror the action with tone of voice (*Mirror the Action*).
   - Model fluent reading of a paragraph by pausing briefly at commas, dropping intonation and pausing at the end of sentences, and reading with expression (*Text Chunking)*. The students then are invited to practice reading the paragraph with a partner until reading is fluent. When the students feel they are proficient in their reading of the paragraph, they may make a reading cassette to place in their portfolio.
   - Read (oral and choral) a poem or rhyming reading. Identify strong accents by tapping hands on legs to express accents. Chart accents on a large chart by writing lines of poem and using (<) to identify the accents. Locate other natural accents and balance those accents.
   - Conduct a poem using written accent beats as guides.
   - Act out or create dance movements to a poem (or rhyming reading) using charted accent beats.
   - Read poetry together as a class.
   - Ask students to take turns reading favorite poems to the class.
   - Learn basic "do, re, mi" musical scale by demonstration (e.g., sing the scale). Simple instruments may be used to accompany the scale. Chart the "do, re, mi" scale on oversized musical staff paper or create own musical staff with five (5) lines and four (4) spaces. After the notes are charted, sing the scale together, emphasizing the sequence of increasing and decreasing steps from

'do' to 'do'. Sing the scale several times, varying the tempo (speed) and rhythm (beats) each time.

- Ask students to learn the song, *Do, A Dear,* from the musical *The Sound of Music*, after learning the "do, re, mi" musical scale. In this song, the students will learn to sing the intervals of the "do, re, mi" scale forwards, backwards, skipping up and down, etc. Repeat the song several times, to learn the song from memory. After the song is memorized, practice varying the tempo (speed).
- Have students take turns reading passages of a story to a class, demonstrating dramatic elements of the passage by using voice inflection, pacing, etc.

2) Reads fluently with understanding

- Demonstrate ability to: use background experiences; draw logical conclusions; predict outcomes; connect text to personal experiences; identify main idea; follow plot sequence; compare and contrast; follow printed directions; interact with content; and infer motives, traits, or feelings of characters.
- Model to teach students about who, what, when, where, why, and how questions. As you read text aloud to students, demonstrate how to pause and ask yourself questions as you read.
- Ask questions relating to story elements (e.g., character, setting, theme, plot, mood, conflict, and solution). Model how to ask questions to better understand the story. Point out how to draw on personal experiences for understanding concerning the inferred mood of a character.
- Provide opportunities to read for personal pleasure. The teacher will model daily sustained reading time. The students will then participate by choosing self-selected reading materials to read for a sustained silent time of a minimum of 20 minutes. Following a sustained reading time a sharing time will be used for students to describe characters, setting, and plot. Peers may also ask questions using who, what, when, where, why, and how questions (not mandatory but by choice).
- Have students work in small groups to write the story events on a map (*Circular Story Map)* in the order in which they occurred. Then, assign each story event to groups to describe in more detail. Have each group retell their event including the details.
- Have students make simple puppets of characters in the book, then prepare a short puppet show to tell story to the class.
- Have students dress up as one of the characters and retell the story from a first person point of view.
- Divide the students into groups according to the story elements (e.g., character, setting, plot, theme, mood, conflict, and solution). Have each group read a story to determine the assigned element. Have students report to the class their point of view and support that view with facts from the story.
- Have students illustrate an event in a story. Label the illustration with a descriptive sentence or passage.
- Take a familiar story and conduct a mock trial. Example: Students will participate in re-writing a familiar story into a dramatic script of a courtroom trial. The story must contain a conflict that may be dramatized (e.g., *The Trial*

of the Three Little Pigs v. The Big Bad Wolf, or *Billy Goat Gruff v. The Troll)*. Assign a role for each student to play in the trial (e.g., judge, jury, clerk, bailiff, prosecution [including attorney and witnesses], and defense [including the attorney and witnesses]). Read through the script several times, increasing the fluency and dramatic interpretation with each reading.

- Guide students to interpret selected passages of a story utilizing music and creative dance movements. Divide students into groups. As one group performs their created dance, one group will read the passage aloud and another group will play musical rhythm instruments.
- Provide opportunities to write a dialogue or short script to dramatize a selected passage of poetry. Ask students to work in groups to develop the dialogue. Read the finished scripts aloud several times, improving fluency with each reading.
- Demonstrate life within an ant colony. Divide students into the six (6) different ant groups and study the characteristics of each group. Create a story with the ants as characters. In the story, show the lifestyle, diet, work habits, etc. of each group. The story may include a menu with food, job descriptions, etc.

Uses language to establish a connection and to interact with print

3) Follows oral and written directions
   - Write directions on the board. The student will participate by reading the directions, and then drawing what each set of directions tells them to do. For example, draw a box. Inside the box draw a smaller box. Inside that box draw a smaller box. Color the smallest box red. Color the next box green. Color the largest box yellow.
   - Have students paint a picture of a scene. Write a short story to go with the picture.
   - Have students look at a painting or fine art print. Ask students to describe the scene, characters, or event, including all details. Observe all of the colors, shapes, etc. Try to determine the artist's purpose or meaning of the painting. Write a story that might go with the picture.
   - Have students create a summary painting of a selection of poetry or a book.
   - Dramatize an historical event. Students will recreate the scenery or setting, characters in costume, props, etc. for an event that occurred in history. A dialogue or script may be written by the students to act out the event.
   - Use the Dance Glossary found in the *Mississippi Fine Arts Framework*. Select several terms from the glossary. Divide students into groups. Assign each group a term. Ask students to write the term and the definition on a large sheet of paper. The students will then demonstrate the terms, such as *locomotion, shape, direction*. The teacher may give oral directions. Ask the groups to switch words until each group has demonstrated each term.
   - Use the Theatre Arts Glossary found in the *Mississippi Fine Arts Framework*. Students will take turns demonstrating a dramatic term such as *pantomime*, as the student or the teacher recites a poem, tells a story, etc.
   - Use the Visual Arts Glossary found in the *Mississippi Fine Arts Framework*. Students will create a picture by following the written directions of the teacher,

utilizing new terms. Example: Create a picture that has a tall tree in the *foreground*, a lake in the *middle ground,* and some hills in the *background.*

4) Demonstrates comprehension of words, sentences, directions and stories
   - Write a description of a musical selection. Then write a brief story to go with the music, including characters and setting, and plot.
   - Cut out pictures of faces that show "happy," "sad," "scared," etc. Write descriptive words and sentences by the pictures of faces.
   - Have students make a picture book of themes such as "the weather," "colors," etc. Write descriptive words and sentences by the pictures.

5) Communicates in written form
   - Guide students to use journals to make predictions, write story summaries, determine cause and effect, identify story problem/solution, etc., then read journal entries during sharing time (not mandatory, but by choice).
   - Guide students to keep response logs to respond to stories.
   - Guide students to use story maps to answer questions about setting, characters, plot, story conflict, story solution and theme.
   - Provide opportunities to use graphic organizers to create story maps.
   - Provide opportunities to write a book review of a story. The students will give a brief synopsis of story. The students will tell why they liked or disliked the story and who they think would like to read this story (book). Next, they make a recommendation being sure to give details to support their reasoning.
   - Provide opportunities to make a chain with cut-out words to form a sentence. Arrange the sentences to make a paragraph.
   - Write directions for a choreographed dance. Example: Divide students into groups. Ask each group to choreograph an interpretation of a poem or short story (create a sequence of dance movements). Each group will choreograph only one section of the poem or story. Some of the students in each group may play simple rhythm instruments to accompany the dance. Each group will write detailed directions for the dance steps and movements. The use of accurate terminology should be encouraged. Vocabulary words from the Dance Glossary of the *Mississippi Fine Arts Framework* or other dance references may be used in this activity. Ask each group to share their written instructions with other members of the class. Revise the directions if needed, so that they may be easily understood.
   - Write an original poem to go with a musical selection.

6) Identifies/spells many words
   - Have students find prefixes and suffixes from a story and make new sentences using these words.
   - Distribute alphabet cards, giving one to each child. If more than 26 children, distribute second set whose letters are most frequently used more than once in a word (e.g., *e, t, r,* etc.). Students with second set should be instructed to come up only if the letter is used twice. The teacher pronounces a word. The students come to front of room if the letter they are holding is in that word. The

students arrange themselves in proper order to spell the word correctly (*Human Spelling*).

- Write daily news on chart as it is dictated by the class. The teacher uses this time to teach spelling patterns, phonics, etc. While writing news, the teacher stops writing and calls on someone to spell the next word.
- Provide opportunities to write a story or scripted play to dramatize a wordless picture book.
- Provide opportunities to make a "Book of Bags." Collect paper bags from various grocery stores, book stores, etc., and bind into a book. Use the books to write vocabulary words of an assigned theme (include illustrations with each word).
- Divide students into groups to act out selected words, write vocabulary words and definitions. As the teacher calls out a word, each student or group will perform movements to demonstrate the meaning of the assigned word. Music may be played during this activity.

7) Spells frequently-used words correctly
   - Demonstrate common vowel combinations. Select one student to be the first vowel, and one student to be the second vowel. Have the vowels walk together, saying the vowel names. Add other letters (consonants) to spell words. Focus on different combinations each day until all common combinations are learned: ai, ay, ee, ea, ie, oa, ow, ou.

8) Expands sight vocabulary [Refer to page 62]
   - Present vocabulary. The students will use words to label parts of a picture. The students' labels gives brief descriptions of objects pictured.
   - Read a story. The students will keep a log of new words learned. The students can suggest synonyms, antonyms, etc.
   - Present vocabulary. Students divide into pairs. The partners will relate each word to a personal experience (*Pair and Share*). Each partner listens for a unique (one-of-a-kind) experience that best describes a vocabulary word. Students return as a group to share their partners' most unique experience. Partners can describe a personal experience using at least three (3) vocabulary words. The students return to group and each child shares one personal experience told by his/her partner.
   - Use word webs to develop and expand vocabulary.
   - Provide vocabulary words from a story. The students will choose a word and write a sentence that would help someone unfamiliar with the word understand what the word means.
   - Have partners summarize story in story boards. Have them use as many vocabulary words as possible with their captions. Share story boards with peers.
   - Guide students to categorize words. Have students read text and search for words related to the categories set up by the teacher. To get students started, have them write one under each category. Next, have students make a booklet of the words and definitions grouped by categories. Next, draw picture(s) to represent each category.

- Have students to pantomimes skits. Divide class into four (4) groups. Assign vocabulary words to each group. Have groups develop pantomime skits that demonstrate the meaning or definition of each word on their list.
- Allow students to use newspaper or magazines to make a collage or a booklet of often – used words.
- Display the lyrics to a familiar song (e.g., a folk song or patriotic song). Ask students to pick out the words that are used most often. Identify new words found in the lyrics; learn the spelling and definition of the new words.
- Hold up flash cards of sight words. Students must quickly say the word or phrase and demonstrate by acting it out (e.g., a bouncing ball, a washing machine, a table, etc.).
- Have students make a Predictable Book (e.g., *Brown Bear, Brown Bear*) as a class or individually with new sight words.

Reads orally with fluency based on rate, intonation, phrasing, and naturalness

9) Self-corrects when reading miscue

Uses letter-sound (grapheme/phoneme) relationship to identify words in context

10) Extends word pattern
    - Establish connection between written words, spoken words, words sung in melody.
    - Guide students to find word patterns in a song or poem.
    - Select music to go with different word patterns.

11) Decodes unknown words in context using meaning cues, sentence structure cues, and phonetic generalizations
    - Demonstrate the parts of speech in a sentence through color coding, illustrations, or sentence diagrams.

Derives meaning from text and extends meaning beyond the print

12) Determines cause and effect
    - Find historical events depicted in art that can be used to describe the sequence in a series of events (e.g., western scenes of Frederic Remington, family scenes of Mary Cassatt, sea scenes of Winslow Homer, neighborhood scenes of Lawrence Jacobs).

13) Reads for more than one purpose
    - Have the students read a story silently or orally in small groups, the students will determine the author's purpose (to inform, entertain, describe or persuade). The groups present their point of view with supporting evidence from the story to the class.
    - Demonstrate through movement or act out vocabulary words. Example: Yell for the word *yell;* creep for the word *creep,* etc.

- Display the lyrics to a song, aria (a popular song from an opera), or chorus on a musical chart showing divided measures. The music may be in 4/4 time (four beats to a measure), double time (2 beats to a measure), or triple time (3 beats to a measure). Make sure the strong beat comes on the first beat of each measure. Recite the music while conducting the correct beats or accents. Students will practice conducting the song with the class.

14) Utilizes picture/context cues
- Assist students to create background illustrations (backdrops) to illustrate a story. Assign each student or group of students a task for creating the background (e.g., drawing the sketch of the scene or objects in the backdrop, coordinating the color scheme, etc.).

15) Recognizes synonyms, antonyms, contractions and compound words
- Have students read sentence from text containing a contraction. Write contraction on board. Ask for two (2) words that make up the contraction (e.g., I'm—I am). Elicit that the apostrophe replaces the letter missing. In groups of three (3), have students skim other parts of the story to find other contractions. Ask students to make a list and write the two (2) words from which each is formed. Differentiate between contractions and possessives. Have volunteers suggest other examples and use them in sentences. Have students call on classmates to identify the two (2) words that make up each contraction.
- Guide students to make a flip book

I'm	hasn't	can't

from contractions found in a story. Have students write contractions on front flap, then lift flap to write the two words that make up the contraction.

I am	has not	can not

- Have students make word-search puzzles. To begin, have students brainstorm a list of compound words from a selected poem, story, song, lyrics, etc. Talk about compound words and other words that are used together. Group students to make word-search puzzles with compound words from the selected material. Then have groups exchange and solve each other's puzzles.
- Demonstrate compound words. Example: Be a door. Be a knob. Be a doorknob.
- Divide students into pairs and create movements to demonstrate antonyms.
- Have students create a song using synonyms.
- Have students create a song using antonyms.

16) Draws conclusions from reading
- Have students create story map and character map from a reading selection. Present the events of the story, relationships of characters, and elements of story, etc.
  Story Map Example: *Problem* caused by *Villain Resolution...Conclusion*
  Character Map Example: *Hero* attributes, emotions, Why? What?, etc.

17) Recalls details

- Guide students to make a puzzle using details from the book (story). Exchange the puzzle with other students to solve.
- Have students read a book (story). Make a timeline or calendar to recall important events/details of the story.
- Have students prepare a list of questions to determine whether others have read book carefully.
- Have students read a book. Have students make a list of ten (10) important facts found in the book.
- Have students make a diorama showing a main event from the book. Then, have students recall and retell details about the event.
- Have students draw several illustrations that include story details to accompany the book. Then, student will retell the story to the class using pictures as aids.
- Have students recall details from a story. Create drawings to illustrate the details of the story.
- Read a story. Ask students to choose one event of the story and rewrite it from a first person perspective. Recall as many details as possible.

18) Makes and revises predictions
- Have students use cues from story and personal experience about similar situations to predict what might happen. Ask students to list and explain predictions. Later, have them explain their reasoning. Finally, discuss whether or not they predicted the events that did occur. Have students write a predictions using details from the story.
- Have students use cues from a story to create a drawing that illustrates their prediction of the story's ending. After completing the drawings, students may share their illustrations and predictions. After the teacher reads the entire story, the students will compare their predictions to the actual ending.
- Play or sing the beginning of a new song. Students will take turns predicting the outcome (or the next melody line) of the song.

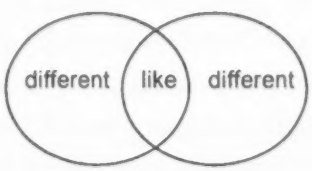
19) Compares and contrasts
- Use visual organizers to compare and contrast:

Examples:

T-Chart

T

Venn Diagram



Y-Chart

Y

Evaluate by questioning. Can students discriminate the two more clearly? Can students use different criteria to make comparisons and contrasts? Can students identify and describe significant relationships?

- Read a book that has been made into a movie (e.g., Charlotte's Web). Use a Venn diagram to compare and contrast the movie and the book.
- Divide students into groups to create different dance movements or musical compositions to interpret a poem or story ending. Each group will perform their creative interpretations. Groups will compare and contrast the endings, describing the qualities that they liked, disliked, etc.
- Guide students to compare and contrast different story authors and illustrators. Describe things that are similar, and describe things that are different.
- Guide students to analyze the use of contrast in the visual arts (e.g., foreground/ background, hard edge/soft edge, dark/light, etc.).
- Guide students to learn musical terms that describe contrast. Refer to the Music Glossary of the *Mississippi Fine Arts Framework* or other music reference for assistance. Example: Demonstrate terms that describe varying or contrasting tempi, such as *tempo allegro* for fast, and *tempo largo* for slow, etc.

20) Uses title page, table of contents, index, and glossary as information sources
    - Pick a selected chapter title and create an activity to introduce that chapter before reading it (e.g., *Chapter VI, The Rainforest Creatures*). The students will collect pictures of rainforest creatures, listen to music that uses instruments of the rainforest, etc.

Extends listening skills

21) Follows directions
    - Have students listen to movement directions and physically execute them (e.g., take three steps right, three steps left, then jump in place four times, etc.). Music may be played to accompany the activity.

22) Listens to oral reading
    - Have students listen to a selection of poetry (e.g., *The Creation*, by James Weldon Johnson). Create visual interpretations of the poem. The poem should be read several times by the teacher, or by the students taking turns reading aloud. The students may discuss the imagery that comes to mind as they listen to the poem.
    - Select a poem to interpret through a performance. The poem may describe nature (e.g., thunder, lightning, rivers, flowers, etc.), or a place or time. Students may use dance, music, or drama to interpret the poetry.

SUGGESTED SIGHT WORDS

The following publications are suggested for sight word lists:

- The Reading Teacher's Book of Lists (3rd Edition) by Prentice Hall.
- Spelling Book by Edward Fry, Laguna Beach Educational Books, 245 Grandview Laguna Beach, CA 92651.
- Dolch Sight Word List.

-or-

- Any high-frequency word list that is currently being used in your district.

EMOTIONS CHART

ASSESSMENT RECOMMENDATIONS

The assessment component is a recommendation of informal assessments and teacher observations to be used in the intervention process. Norm-referenced assessments are not recommended for use in Kindergarten through third grade by the Early Childhood Task Force nor the K-3 Reading Work Group.

Informal Assessments may be:

- Informal Inventories
  An *informal inventory* may be defined as a listing of specific readiness and/or reading skills appropriate for specific grade level expectations or achievements. Many informal inventories have specific checklists for teacher recording purposes. Some informal inventories consist of a number of sub-tests from various sources to measure any number of specific reading skills. Other informal inventories may be developed for local school and classroom use.

  When using an Individualized or Classroom Reading Inventory, it is suggested that you give the assessment in the following pattern:

  - Silent Reading
  - Retelling (See page 71)
  - Question for Comprehension
  - Oral Reading

- Teacher Observations
  Teacher observations on a daily/frequent basis are probably the best measure of children's progress in reading readiness and/or reading skills. Such observations may be recorded by some teachers to provide more systematic anecdotal records of pupil growth in oral and written language skills. Teacher observations as measures of pupil achievement should be specific in terms of pupils' present levels of oral and written language and equally specific with learning and achievement objectives for individual students.

Districts may choose to continue to use commercial assessments such as (but not exclusively):

Example:

- Analytical Reading Inventory, 1996 (Woods and Moe)
- Early Prevention of School Failure
- Qualitative Reading Inventory II (Leslie and Caldwell, 1995)
- Silvaroli
- Basic Reading Inventory (Johns, 1994)
- Yopp - Singer Test of Phoneme Segmentation
- An Observation Survey (Marie M. Clay, 1993)

However, in the intervention process, assessments should be on-going, so that an intervention can be prescribed for immediate remedial purposes. Continuous assessment and intervention will ensure that every child becomes a reader prior to exiting third grade.

RETELLING RUBRIC

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling

Degree	None	Low Degree	Moderate Degree	High
1. Includes information directly stated in text.				
2. Includes information referred directly or indirectly from text.				
3. Includes what is important to remember from the text.				
4. Provides relevant content and concepts.				
5. Indicates reader's attempt to connect background knowledge to text information.				
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				
7. Indicates highly individualistic and creative impressions of or reactions to the text.				
8. Indicates the reader's affective involvement with the text.				
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				
10. Indicates reader's ability to organize or compose the retelling.				
11. Demonstrates the reader's sense of audience or purpose.				
12. Indicates the reader's control of the mechanics of writing.				

Adapted by the Southern California Comprehensive Assistance Center for *Reading Success Network*.

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use and involvement with text; items 9-12 indicate facility with language and language development.

Adapted from: P. A. Irwin and Judy N. Mitchell and cited in *Performing Reading Diagnosis: New Trends and Procedures*, edited by Susan Mandel Glazer, Lynden W. Searfass and Lance M. Gentile. Newark: International Reading Association, 1988, pp. 128-49.

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